

# Unit Planning Guide: Grade 2- Unit 1 of 7

Unit Title: Understanding Communities	Pacing (Duration of Unit): 5 weeks
Grade: 2	Buffer Day(s):

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

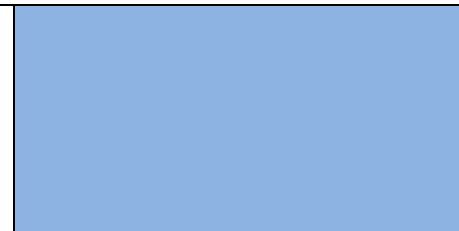
- **W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- **SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - SL.2.1a Follow agreed-upon rules for discussions.
  - SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
  - SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **L.2.1a** Use collective nouns

#### WiDA Standards (ELL)

**WIDA for English Language Learners**  
 Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

- L.2.MA.1g Read, pronounce, write and understand the meaning of common abbreviations for titles, locations, and time periods.
- L.2.2a Capitalize holidays, product names, and geographic names.
- RF.2.3a Distinguish long and short vowels when reading regularly spelled one syllable words



### Meaning (\*Mostly assessed through Performance Tasks/Assessments)

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Communities support and help each other
- Communities come in all shapes and sizes
- Thoughtful opinions require good reasons and supporting evidence.

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What is a community?
- How can you explain your opinion and support it with evidence from the text?

### Acquisition (\*Mostly assessed through traditional summative assessments)

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- That in strong communities people listen carefully and build on others' talk in conversations by linking their comments to the remarks of others
- The plot of a story focuses on characters' responses to major events and challenges in the story.
- An opinion piece includes stating the opinion, citing evidence that supports the opinion, and a concluding statement.
- That opinion differs from facts and why.

Key Academic Vocabulary:

Opinion

Explanation

Author's Point of View

Community

Evidence

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- Composing an opinion piece that includes reasons that support their opinion. (synthesizing)
- Determining major events and challenges a character faces in a story, and how characters in a story respond to events and challenges (analyzing)
- Categorizing the structure of the story including the setting, characters, problem and solution (analyzing)
- Identifying major events and challenges a character faces in a story, and how characters in a story respond to events and those challenges. (fiction or nonfiction) (analyzing)
- Distinguishing one syllable, short vowel words. (understanding)